

	INDIANA DEPARTMENT OF CHILD SERVICES CHILD WELFARE MANUAL	
	Chapter 7: In-Home Services	Effective Date: June 1, 2015
	Section 6: Educational Services	Version: 3

POLICY

The Indiana Department of Child Services (DCS) will utilize the Child and Family Team (CFT) to ensure children receiving in-home services educational needs are met. DCS will encourage the child's parents, guardian, or custodian to invite the child's teacher, school social worker, DCS educational liaison (if applicable), and any other identified educational supports to participate as a member of the CFT. See separate policy, [5.7 Child and Family Team Meetings](#).

DCS will work with the Department of Education and the parent, guardian, or custodian to ensure that all children receiving in-home services receive educational services to meet his/her individual needs.

1. **[REVISED]** DCS will review the educational records to determine whether an Individualized Education Plan (IEP) should be considered to address the child's educational needs;
2. DCS will ensure that all children who have not been identified as requiring special education services and do not receive special education services through an IEP are referred for appropriate services if a problem or a disability is suspected; and
3. DCS will confer with the school in preparing the Case Plan for all children who have an IEP and reference the contact in the Predispositional Report.

DCS will ensure that every school aged child receiving in-home services is enrolled in school, unless one (1) of the following circumstances exists:

1. **[REVISED]** The youth is eligible for and actively pursuing a Test Assessing Secondary Completion (TASC) certificate; or

Note: Some scholarships and grants will not be available if TASC is completed instead of obtaining a high school diploma.

2. An alternate education plan has been recommended by the child's pre-placement school and approved by the court; or
3. **[REVISED]** The youth has graduated from high school or has successfully completed the General Education Diploma (GED) or TASC assessment; or
4. The child is enrolled in a home school program that is providing instruction equivalent to that given in public schools for a child of the same age and grade level; or
5. The child has a medical condition which prevents him or her from attending school.

If a child is expelled from his or her school, DCS will assist the parent, guardian, or custodian in finding an alternate education plan.

[REVISED] DCS will ensure all in-home 7th and 8th grade wards are enrolled in the Twenty-First (21st) Century Scholars program. See this link for eligibility requirements:
<http://www.in.gov/21stcenturyscholars/2440.htm>

[NEW] Note: Only youth in out-of-home care are eligible to enroll in the Twenty-First (21st) Century Scholars Program after the 8th grade.

DCS will ensure that all youth are provided with information about:

1. Pell grants;
2. Federal supplemental grants;
3. The Free Application for Federal Student Aid (FAFSA);
4. Individual Development Accounts (IDA); and
5. Student Financial Assistance (SFA).

Code References

1. [IC 20-33-2: Compulsory School Attendance](#)
2. [511 IAC 7-23-1\(p\)](#)
3. [20 USC 1232](#)

PROCEDURE

Education Services for Children Receiving In-Home Services

The Family Case Manager (FCM) will:

1. Partner with the CFT to assess the child's school attendance and academic performance records. See Related Information below and see separate policy, [5.7 Child and Family Team Meetings](#);
2. Recommend and encourage the child's parent, guardian, or custodian to include the child's teacher, school social worker, DCS educational liaison (if applicable), or any other identified educational supports to participate as a member of the CFT;
3. Ensure that educational goals and issues are included in the child's Case Plan and CFT notes;
4. Assist the parent, guardian, or custodian in referring the child for testing to identify any special education needs and/or related services the child may need, if the child displays signs that a disability may be present;

[NEW] Note: DCS Education Liaisons are available to consult with the field staff as the field staff make decisions about each child and case. The Education Liaisons are also available to accompany field staff to school meetings when necessary.

5. Encourage the parent, guardian, or custodian to complete the forms for free or reduced lunch, and textbook assistance, if applicable;
6. **[REVISED]** Provide youth in 7th and 8th grades with information about the Twenty (21st) Century Scholar programs; and
7. **[REVISED]** Ensure that a completed application for the Twenty (21st) Century Scholar program is submitted for all 7th and 8th graders by June 30th. Applications for the Twenty (21st) Century program may be completed by visiting www.scholars.in.gov, additional information is available at the youth's school or by calling toll free 1-888-528-4719.

8. Provide youth with information regarding Pell grants, the Free Application for Federal Student Aid (FAFSA), Student Financial Assistance (SFA) and College Goal Sunday information at the CFT meeting held at age 17. See separate policies, [11.6 Independent Living-Transition Plan](#) and [11.15 Post-Secondary Education](#);

Note: This information may be provided earlier if the youth will be applying to colleges prior to age 17.

9. Provide youth who have obtained over \$400 in earned income with information about opening an Individual Development Account (IDA). See separate policy, [11.15 Post-Secondary Education](#); and
10. Have the youth and caregiver sign an [Acknowledgement of Receipt of Information About Various Education Programs](#) and provide the youth and caregiver a copy. Place the original in the youth's case file.

Special Education Services for Children Receiving In-Home Services

The FCM will:

1. Attend the child's IEP conferences and provide relevant input. The FCM must obtain a copy of the finalized IEP for the child's case file;
2. Encourage and empower the child's parent, guardian, or custodian to attend all IEP conferences, educational meetings and reviews, and to work with the school to coordinate the development of a transition plan for the child when deemed necessary at appropriate times in their education development; and
3. **[NEW]** Request assistance from the DCS Educational Liaison if the IEP is complicated and support is needed.

PRACTICE GUIDANCE

[NEW] Utilization of DCS Educational Liaisons

Educational Liaisons provide support to FCMs in identifying educational barriers and developing effective solutions. FCMs should submit a referral for the educational liaison through KidTraks when educational needs or concerns have been identified.

[NEW] How to Determine if Tutoring Services are Needed:

1. Request a copy of the child's comprehensive school records including attendance over the last few years, school placements, special education evaluations, IEPs, Indiana Statewide Testing for Educational Progress (ISTEP) scores, Response to Intervention (RTI) data, and grades;
2. Determine if there are any patterns in the child's performance that may explain poor academic performance (e.g. several school placements, inconsistent attendance, inappropriate behaviors);

Note: If a child has poor attendance at school a tutor should not be put in place until a pattern of regular school attendance is established.

3. Communicate with the school administration team to determine what tutoring services are provided through the school;
4. Communicate with the school's administration team or multidisciplinary team (M-Team) in order to determine what academic interventions are being used to meet the child's current academic needs. Request to see data that supports the school's decision to use certain interventions and measure progress;
5. Request to see progress monitoring data, if the child receives special education services, in order to determine if the child is making adequate progress toward academic goals;

Note: For children with IEPs, grades on the report card are not always the best measure of a student's progress and academic performance.

6. Make a referral to an outside tutoring service if the child has received in-school tutoring and is still struggling. Ensure the tutoring service knows who to communicate with to determine what interventions and strategies are being used with the child.
7. Request regular updates from the tutoring provider on the child's progress toward individual goals.

FORMS AND TOOLS

1. [Acknowledgement of Receipt of Information About Various Education Programs](#)
2. College Goal Sunday Information: [College Goal Sunday](#)

RELATED INFORMATION

Individuals with Disabilities Education Act (IDEA)

IDEA guarantees that persons ages 3-22 with disabilities receive appropriate public education through the development and implementation of an IEP. The IEP is designed to meet the assessed educational needs of each student. It assures that testing and evaluation materials, procedures, and interpretation of results are not biased, and that each student with disabilities will be educated within the least restrictive environment appropriate to meet the student's needs.

Evaluation Process

In order for a child to be eligible for special education and related services, the child must first be determined to have a disability. Parents, teachers, or other school officials who suspect that the child may have a disability would request that the child be evaluated by a multi-disciplinary team to determine if the child has a disability and needs special education or related services as a result of the disability. Generally speaking, IDEA requires that a child be evaluated within 60 days once the parent has given consent for the evaluation. Exceptions to the timeline exist if the child moves from one district or state to another district or state after the evaluation was requested or if the parent refuses to make the child available for the evaluation. Under those circumstances, districts are required to make sufficient progress to ensure that a timely evaluation is conducted.

[NEW] Test Assessing Secondary Completion (TASC)

Indiana has implemented TASC, a replacement for the General Education Development (GED). TASC is the high school equivalency exam which measures an examinee's levels of achievement relative to that of a graduating high school senior. TASC also assesses for career and college readiness.